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Performance Indicators in Higher Education: Contextual Information

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This document has been produced by the Department for Employment and Learning, Northern Ireland and provides technical and background information on the 2014/15 Performance Indicators (PIs) for Northern Ireland (NI) Higher Education Institutions (HEIs). A full set of tables for NI HEIs and all other publicly funded HEIs in the UK are published by the Higher Education Statistics Agency (HESA) and are available to download from the following link – [HESA Performance Indicators](#).

Change to publication timetable

Following a review by the UK Performance Indicator Steering Group to improve timeliness of the Widening Participation data there has been a change this year to the publication timetable.

Previously the PIs went out in two tranches, one at the end of March, and one at the end of June/start of July.

This year the PIs are split into three groups, one in February, one in March and one in June/July. The first group covers widening participation PIs (participation of under-represented groups and students in receipt of DSA). The second group covers student retention PIs (non-continuation rates, resumption of study after a year out and projected learning outcomes). The third group covers employment PIs.

READER INFORMATION

Purpose	Monitor and report on Performance Indicators at Northern Ireland Higher Education Institutions.
Authors	Andy Bannon, Michael MacNeill, Laura Smyth.
Publication Date	Thursday 4th February 2016 (Widening Participation) Wednesday 23rd March 2016 (Student Retention) Thursday 7th July 2016 (Employment)
Reporting Period	Academic Years 2012/13 to 2014/15
Publication Issue	6
Statistical Quality	Information detailed in this release has been quality assured with the Higher Education Statistics Authority (HESA) prior to release. <u>See definition point 2.</u>
Target audience	Department for Employment and Learning (DEL), Directors of HE Institutions in Northern Ireland, Board members of HE Institutions, educational professionals, academics, media and members of the public interested in the HE sector.
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Feedback	As we want to engage with users of our statistics, we invite you to feedback your comments on this publication to: Andy Bannon or Michael MacNeill Email: Andrew.Bannon@delni.gov.uk or michael.macneill@delni.gov.uk Tel: (028) 90 257895 or 90 257897

Statistics & Research Branch is responsible for the collection, quality assurance, analysis and publication of timely and accurate information derived from a wide range of statistical information returns supplied by the Higher Education Institutions (HEIs) and Further Education Colleges (FECs) across Northern Ireland and the Higher Education Statistics Agency (HESA) focused on Northern Ireland Higher Educational Institutions and Northern Ireland domiciled students in attendance at any UK Higher Educational Institution. Statistical information is collected routinely from a variety of electronic individual level administrative systems.

The Head of the Branch is the Principal Statistician, Mrs. Laura Smyth. The Branch aims to present information in a meaningful way and provide advice on its uses to customers in the DEL Committee, Further Education Colleges, Universities, Professional Advisory Groups, policy branches within the DEL, other educational organisations, academia, private sector organisations, charity/voluntary organisations as well as the general public.

The statistical information collected is used to contribute to major exercises such as reporting on the performance of the Higher Education and Further Education sectors, other comparative performance exercises, target setting and monitoring, departmental research projects, development of service frameworks as well as policy formulation and evaluation. In addition, the information is used in response to a significantly high volume of Assembly questions and ad-hoc queries each year.

Information is disseminated through a number of key statistical publications, including: Higher Education enrolments, Higher Education qualifications, Destinations of leavers from Higher Education, Further Education activity, Essential Skills enrolments and outcomes, to name but a few.

A detailed list of these publications is available from:

Website: <http://www.delni.gov.uk/index/statsandresearch.htm>

Who produces Performance Indicators?

The Higher Education Statistics Agency (HESA) published the widening participation indicators of the 'Performance Indicators in Higher Education in the UK 2014/15' on 4 February 2016. This is the eighteenth year of publication and the thirteenth year they have been published by HESA. Prior to 2004, the PIs were published by the Higher Education Funding Council for England (HEFCE). Copies of previous publications are available from their websites: <http://www.hesa.ac.uk/content/view/2072/141/> and <http://www.hefce.ac.uk/data/pi/>

The Department for Employment and Learning publish the Northern Ireland specific bulletin from the HESA Performance Indicators data on the same day.

What are Performance Indicators?

Performance Indicators are a range of statistical indicators intended to offer an objective measure of how a HEI is performing. They are not 'league tables' and do not attempt to compare all HEIs against a 'gold standard' or against each other, but rather against a sector 'benchmark'.

What are Benchmarks?

Differences between institutions, such as subject mix or the qualifications on entry of their students, make comparisons between institutions unreliable. For this reason benchmarks against which an institution's value can be compared have been produced. The benchmark is a sector average adjusted to take account of the subject and entry profile of the institution's students. If an institution's indicator is very different from its benchmark we can say that there is some factor other than subject, entry qualification or age leading to this difference. However the benchmark represents a sector average and small differences from it are to be expected and may be ignored.

In the tables in this publication a '+' or '-' sign has been included when the indicator is significantly better/worse than its benchmark. Benchmarks are calculated for each institution, but not at a country level.

Where the number of students within a specified population at a HE provider is small, the value of the indicator could be very variable and should be interpreted with care.

Rounding Strategy

To prevent the identification of individuals, figures throughout the report are rounded to the nearest 5, with 0, 1, and 2 rounded to 0. Due to rounding, the sum of numbers in each row or column may not match the total shown. Percentages are calculated on unrounded figures.

Coverage of 2014/15 Performance Indicators (PIs)

The PIs published on 4 February 2016 cover:

1. Participation of under-represented groups: Young full-time entrants – 2014/15
2. Participation of under-represented groups: Mature and part-time entrants – 2014/15
(Not applicable in NI due to the methodological issues around the calculation of low participation areas at the NI institutional level)
3. Students who are in receipt of Disabled Students' Allowance (DSA) – all undergraduate students – 2014/15

The PIs published on 23 March 2016 cover:

1. Non-continuation rates – full time 2013/14 entrants and part-time 2012/13 entrants
2. Resumption of study after a year out – 2012/13 entrants
3. Projected learning outcomes – 2013/14 entrants
4. Module completion rates (applicable to Welsh Institutions only)

The PIs published on 7 July 2016 cover:

1. Employment of graduates – 2014/15

The PIs cover the four Higher Education Institutions for Northern Ireland, along with the NI campuses of the Open University:

- Queen's University of Belfast (QUB)
- The University of Ulster (UU)
- Stranmillis University College (Stranmillis)
- St Mary's University College (St Mary's)

The PIs coverage splits all undergraduate entrants by first degree and other undergraduates with most entrants (over 95%) being in the former category, first degree.

First degree includes first degrees with or without eligibility to register to practice with a health or social care or veterinary statutory regulatory body, first degrees with Qualified Teacher Status (QTS)/registration with a General Teaching Council (GTC), enhanced first degrees, first degrees obtained concurrently with a diploma and intercalated first degrees.

Other undergraduate includes qualification aims equivalent to and below first degree level, such as Professional Graduate Certificate in Education (PGCE), foundation degrees, Higher National Diploma (HND), Higher National Certificate (HNC), Diploma of Higher Education (DipHE), Certificate of Higher Education (CertHE), foundation courses at HE level, NVQ/SVQ levels 4 and 5, post-degree diplomas and certificates at undergraduate level, professional qualifications at undergraduate level and no formal undergraduate qualifications.

Notes

1. Low participation neighbourhoods

In the full set of tables published by HESA, indicators 1, 2 and 3 include sections on Higher Education entrants from low participation neighbourhoods.

There have been concerns about how appropriate this classification is, particularly for Scottish and Northern Irish HEIs, due to difficulties with the methodology of this measurement, which uses the POLAR3 classification of low participation.

POLAR3 is based on the HE participation rates of people who were aged 18 between 2005 and 2009 and entered a HE course in a UK Higher Education Institution or English or Scottish Further Education College, aged 18 or 19, between academic years 2005/06 and 2010/11.

This low participation measure is based on a UK wide classification of areas into participation bands. The relatively high (in UK terms) participation rate in NI means that the UK participation bands may not be appropriate for NI, and that the figures produced for NI HEIs could misrepresent their contribution to widening participation. Therefore, no analysis of low participation data has been provided for NI HEIs.

2. Using Benchmarks and Statistical Significance

To compare an institution's indicators to the sector, the benchmark should be used in preference to the overall sector average, because it takes account of the subject and entry qualifications profile. In this publication a '+' or '-' sign has been included beside the benchmark to show when the difference between the indicator and the benchmark is statistically significant.

When an institution has a high proportion of individuals with unknown information in a benchmarking factor, it can lead to a high proportion of individuals being placed in the unknown groups when benchmarking. However, investigation by HEFCE on a similar issue has determined that a threshold of at least 50% known data would have little effect on the performance indicators.

3. Projected Learner Outcomes

The other method for producing non-completion rates projects what proportion of the full-time first degree starters are likely to be in each of the 'end states' after a period of fifteen years (that is, having gained a qualification, transferred to another institution, or been absent from HE for two consecutive years). The fifteen year period has been chosen as an over-estimate of the amount of time that the majority of full-time first degree students should have reached one of these end states.

The projection is based on the current pattern of students at the institution. Firstly, HESA defines a 'transition population' which consists of students who were active on a full-time first degree course in a particular academic year plus students who were active on a full-time first degree course in the previous year, excluding those who have obtained a degree. For each student in the transition population, they look at their 'state' (mode of study, level of study, institution, year of programme and if applicable, qualification obtained) in the academic year in question and in the following academic year. Assuming that this pattern of students is typical for the institution, this is used to anticipate the state of the full-time first degree starters up to fifteen years on. For further details refer to the technical notes on the HESA website.

http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=2066&Itemid=141

4. Research indicators (share of research output per share of research input)

Following the findings of the fundamental review¹ of the UK Performance Indicators (UKPIs), it was agreed by the UK Performance Indicators Steering Group (UKPISG) that the research output indicator would no longer be produced as part of the performance indicators, as it was found to be under used and not widely understood. The review, commissioned by the UKPISG, engaged with a wide range of users, organizations and government departments.

In their consideration of the timing of the removal, the UKPISG acknowledges the requirements associated with the UKPIs' classification as Official Statistics, as well as the availability in 2015 of results of the Research Excellence Framework (REF). On the basis that respondents to the consultation indicated the use of RAE/REF data in combination with other measures derived from HESA data sources provide suitable research-related measures for their purposes, the UKPISG believes that the required information will continue to be made available to HE providers in 2015 via more efficient methods.

Recognising that existing measures derived from the REF (and its predecessor, the Research Assessment Exercise) are not available on a suitably frequent basis to meet users needs with regards to UKPIs in the longer term, the UKPISG considers that they will seek the introduction of replacement research-related measures at the earliest opportunity. While no firm commitment can be made as to the timing of the replacement(s), the UKPISG sees the development of replacement UKPI measures as an important requirement and has committed to explore some of the suggestions raised in response to the "invitation to comment". The UKPISG will work with the UK Research Councils and other appropriate organizations (including academic research experts), groups, committees or departments to establish an expert group that will explore new and current measures of research activity that could be appropriate for use in the UKPIs and/or of interest across a range of stakeholders.

¹ <http://www.hefce.ac.uk/pubs/rereports/year/2013/ukpireview/#d.en.85232>

5. Change in methodology for the allocation of Open University students

From 2013/14, HESA have changed the allocation of Open University (OU) students to England, Wales, Scotland and Northern Ireland. Previously all OU enrolments and qualifications were counted as being within England, where the OU has its administrative centre. HESA has decided from their 2013/14 release onwards that enrolments and qualifications registered at one of the OU's national centres in Wales, Scotland and Northern Ireland will contribute to the totals of those countries where statistics are shown by country of provider.

A full public consultation was conducted by DEL, in which 100% of responses were in support of the change of methodology for OU allocation.

After the full public consultation on the Department adopting the new HESA methodology for allocating OU students, it was decided that DEL would mirror the change of allocation. Therefore, from this bulletin forward, DEL will be reverting to the new methodology proposed by HESA.

Definitions

National Statistics Socio-economic classification (NS-SEC)

1. The information on socio-economic classification is taken from the National Statistics Socio-Economic Classification (NS-SEC). The classifications used are:

- 1 Higher managerial and professional occupations
- 2 Lower managerial and professional occupations
- 3 Intermediate occupations
- 4 Small employers and own account workers
- 5 Lower supervisory and technical occupations
- 6 Semi-routine occupations
- 7 Routine occupations

The performance indicator is the proportion of students from NS-SEC classes 4 to 7 (HESA field SEC codes 4, 5, 6 and 7) out of those from NS-SEC classes 1 to 7. NS-SEC class 8, long-term unemployed or never worked, has been included with unknown classification for the purposes of the performance indicators.

2. When an institution has a high proportion of individuals with unknown information in a benchmarking factor, it can lead to a high proportion of individuals being placed in the unknown groups when benchmarking. However, investigation by HEFCE on a similar issue has determined that a threshold of at least 50% known data would have little effect on the performance indicators.

Age

3. Many of the tables are split between young and mature students, defined as follows:

- Young students are those who are aged under 21 at 30 September of the academic year in which they are recorded as entering the institution.
- Mature students are those who are aged 21 or over, also at 30 September of the academic year in which they are recorded as entering the institution.